

Research Code I Directions – MEAP-Access

During most test cycles Research Codes on student answer documents are used for districts to receive results broken out by research groups, in addition to the usual school and district summaries. However, for the fall 2011 cycle the Bureau of Assessment and Accountability (BAA) needs to use the Research Code I field to collect important data from test administrators regarding expected student performance on the MEAP-Access assessment. The data collected, along with student performance data and standard-setting judgments, will help inform the BAA as MEAP-Access performance standards are recommended to the State Board of Education. In addition, by collecting evidence of test administrator expectations, the data will also assist in future MEAP-Access item development and accommodation refinement.

Therefore, for 2011 only, the BAA is requesting that test administrators fill in the Research Code I field in Box 1 of the student answer document (or scorable test booklet for grade 3) according to which level they believe the student being assessed will achieve. Test administrators should use this information - along with what they already know about the student's mastery of grade level content - to make their determinations and fill in the appropriate bubble under Research Code I on the answer document. Please use the following guidelines and descriptions to aid in your completion of the Research Code I field.

1 Research Code	
I	II
1	1
2	2
3	3

Level 1: Top Level

Fill-in bubble 1 on the answer document if you believe that the student's knowledge, ability, skills, and mastery of grade level content is in-line with achievement to score in the **top** performance level, and you believe that this is the performance level that the student will achieve on the assessment.

Level 2: Middle Level

Fill-in bubble 2 on the answer document if you believe that the student's knowledge, ability, skills, and mastery of grade level content is in-line with achievement to score in the **middle** performance level, and you believe that this is the performance level that the student will achieve on the assessment.

Level 3: Bottom Level

Fill-in bubble 3 on the answer document if you believe that the student's knowledge, ability, skills, and mastery of grade level content is in-line with achievement to score in the **bottom** performance level, and you believe that this is the performance level that the student will achieve on the assessment.

A description of the skills, knowledge, ability, and mastery of grade level content expected of students achieving any of these performance levels can be found on the following pages.

MEAP-Access Research Code I Performance Level Statements

Level 1: Top Level

Given appropriate modifications and supports, such as:

- simplified language
- enhanced directions
- passage chunking
- additional graphics
- equations

The student demonstrates an *in-depth* understanding and application of key concepts defined for Michigan students on the MEAP-Access assessments.

Students at this level have a *consistent* ability to:

- apply knowledge of subject-matter content to real-world situations
 - use analytical skills to set up and solve problems
 - make general inferences from reading and observation
-

Level 2: Middle Level

Given appropriate modifications and supports, such as:

- simplified language
- enhanced directions
- passage chunking
- additional graphics
- equations

The student demonstrates a *solid* understanding and application of key concepts defined for Michigan students on the MEAP-Access assessments.

Students at this level have an *adequate* ability to:

- apply knowledge of subject-matter content to real-world situations
 - use analytical skills to set up and solve problems
 - make general inferences from reading and observation
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Level 3: Bottom Level

Given appropriate modifications and supports, such as:

- simplified language
- enhanced directions
- passage chunking
- additional graphics
- equations

The student demonstrates a *partial* understanding and application of key concepts defined for Michigan students on the MEAP-Access assessments.

Students at this level have a *limited* ability to:

- apply knowledge of subject-matter content to real-world situations
- use analytical skills to set up and solve problems
- make general inferences from reading and observation

Glossary Explaining Modifications and Supports

Simplified Language – Extraneous details and complex vocabulary are removed from questions when possible.

Enhanced Directions – Directions provide context and additional background to the questions and reading passages.

Passage Chunking – Passage is broken up into several small reading sections instead of being presented as a whole reading passage.

Additional Graphics – Graphics are added to some questions to accompany the text of the question.

Equations – Formulas are provided with test items that require the recall of the formula to answer the question. This is different than on the MEAP assessments where the student must refer to a formula sheet, if necessary.